

Due May 1, 2008

**Iowa Department of Education
Grimes State Office Building
Des Moines, Iowa 50319**

***Request for Iowa Four-Year College/University
Performance Assessment System Funds***

College/University name: _____ Emmaus Bible College _____

Program Contact Person:

Name John B. Jimo III

Title Director of Teacher Education

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Statement of Assurances

Should a Performance Assessment System Award be made to the applicant in support of the activities proposed in this application, the authorized signature on the cover page of this application certifies to the Iowa Department of Education that the authorized official will:

1. Upon request, provide the Iowa Department of Education with access to records and other sources of information that may be necessary to determine compliance with appropriate federal and state laws and regulations;
2. Use grant funds to supplement and not supplant funds from nonfederal sources.

Certification by Authorized or Institutional Official:

The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the filing of this application is duly authorized by the governing body of this organization, or institution, and that the applicant will comply with the attached statement of assurances.

John B. Jimo III Director of Teacher Education _____
Typed or Printed Name of Authorized Official Title

John B. Jimo III May 1, 2008 _____
Signature of Authorized Official Date

Please submit both electronically and hard copy to Barry Wilson, TOE Assessment Team Leader, Dept. of Ed. Psych. & Foundations, UNI, Cedar Falls, IA by May 1, 2008.

Process for Procuring Grant Funds:

1. Submit Grant Request Package; Postmarked by May 1, 2008
Grant Request Package Contents:
 - Request for Performance Assessment System Funds Cover Page
 - Action Plan
 - Budget
2. Grant requests will be reviewed by the Assessment Committee, the Leadership Team, and the Iowa Department of Education.
3. Institution will be notified of a grant award by May 21, 2008
4. Contracts for awardees will be developed by the Iowa Department of Education upon notification to the IHE of the award.
5. It will take 30 days after the award notification for a contract to be executed and fully approved. This would be as per a June 1 notification.
6. Payments cannot be released until a contract is fully approved with all signatures.
7. Institutions should not incur costs before a contract is approved and plan accordingly.
8. To acquire each payment, an IHE must submit an invoice or letter with an original signature requesting funds. This is necessary for the release of each payment – fifty percent, forty percent, and final ten percent.
9. An Interim report must be submitted with an invoice by January 15, 2009. NOTE: an awardee will not receive the forty percent payment unless the Interim Report budget indicates that the first fifty percent has been spent.
10. A Final report must be submitted with an invoice by December 15, 2009
11. A report form or template is attached with this RFP. Please use it for the Interim and Final Reports. The form includes a narrative and budget.

The grant application and interim and final reports must be submitted electronically in addition to hard copy.

Criteria for Performance Assessment System Awards:

Grant funds are available for use by recipients for purposes including but not limited to faculty development and training, design or modification of performance tasks, procedures for assuring reliability and validity of assessments, database software or hardware to facilitate data management and reporting, and technical services including programming support.

Funds may be used for expenses such as: faculty release time, personnel for clerical work, travel, lodging and meals, consultants, hardware, and materials including software. Four year colleges or universities that receive significant numbers of transfer students from community colleges are encouraged to include funding for providing feedback to two-year institutions on the performance of their graduates.

I. Context

Describe current program including number of teaching candidates graduated per year and number of full-time and part-time faculty teaching education courses. Indicate any unique features of the program that will help reviewers better understand your assessment needs. If you received a previous assessment system award, attach a copy of your final report or summarize results of your first year of work.

The Teacher Education Department of Emmaus Bible College has two full-time, two part-time, and two adjunct faculty members. In addition, a college administrator and two full-time faculty members from other departments each teach one course in their area of expertise for the teacher education department. This academic year we will graduate 15 teacher candidates in elementary education and two in music education. We are anticipating 11 program graduates in 2009, 14 in 2010, and 10 in 2011.

We continued to utilize Live Text this academic year for the senior and junior e-portfolios but next year the program will transition to the Chalk & Wire electronic data management system for current sophomores and freshman students since the institution has just adopted Chalk & Wire with the goal that every program eventually utilizes it for program assessment. Our department plans to utilize TQE grant funding to pay for the teacher candidate accounts. Students from other programs in the institution will not receive any of the TQE funds for their e-portfolio accounts. This transition to a new electronic data management system will allow us to align with the institution's reporting system (general education coursework) and our department faculty and administrative assistant think that the Live Text system is not as user-friendly as is Chalk and Wire. Most teacher education department faculty members, our administrative assistant, and a new student consultant were introduced to the key administrative tools and features of Chalk & Wire that would help us meet our goals of assessment and reporting during the initial training session.

Prior TQE grant funds were utilized for personnel wages and travel expenses (department assistant and student consultant), faculty stipends for training, some professional services/development fees (IT support) and expenses, teleconferencing (Live Text training), software purchases (Live Text accounts), hardware to facilitate improvements in technology infrastructure (teacher education computer lab and administrative assistant's office), and student training and workshops. Junior and senior level candidates developed ePortfolios on Live Text and faculty electronically assessed course-based performance assessments that are aligned to program outcomes. Aggregated data was analyzed and the TEP generated a program assessment report for the institution.

II. Project Narrative (1-2 pages describing how you will use the funds) A synopsis of the project narrative will be reflected in the Action Plan. Be sure that what you request in the new award is distinct from what was requested in any earlier TQE award. Your timeline for grant activity should not extend beyond December 15, 2009.

The Teacher Education Department of Emmaus Bible College plans to phase-out the LiveText e-portfolio system. Candidates with Live Text accounts will continue to submit course-based performance assessments electronically and faculty will continue to evaluate assessments that are aligned to program outcomes and INTASC standards electronically. We will host workshops as needed to assist candidates in developing their ePortfolios. We will purchase 25 Chalk & Wire web-based accounts for current sophomore and freshman level candidates and we will train them how to create ePortfolios. We plan to have on-site new users training sessions for Chalk & Wire led by the administrative assistant and student consultants.

The TED will retain the services of an administrative assistant and a student consultant who will provide ongoing LiveText support to student teachers. The administrative assistant and a new hire as the Chalk & Wire student consultant will train new users and assist the department with the implementation of a similar web-based data management system.

The administrative assistant will also assist our department in the area of data entry of gate keeping program requirements for candidates. Our plan is to utilize an electronic format for all field studies and student teaching evaluation forms in order to by pass the data entry step in the assessment reporting process. Chalk & Wire should have this feature operational in the fall and the administrative assistant will distribute each semester these forms to cooperating teachers electronically. Program evaluations will also be sent electronically to graduates for program assessment.

To help us strengthen our performance assessment system, the TED faculty members will receive Chalk & Wire on-site training and support by the administrative assistant. Faculty will continue to assess candidates' performance assessments electronically and that data will be aggregated. We will meet as a department to analyze the data and to discuss possible trends and areas of program improvement. We feel the next area of program assessment that needs our attention is in the area of assessing candidates dispositions. This coming year we will utilize the most recent assessment tool provided by the TQE Dispositions Team as a teaching tool or coaching instrument indicating when improvement is necessary. We will also provide this electronic form to candidates for self-evaluation in the assessment of dispositional qualities.

The Department Chair will utilize the data, data analysis, and department discussions to generate a program assessment report for the institution according to the reporting cycle, the Iowa DE report due in November 2010, and the NCA and ABHE self-studies.

III. Action Plan –

Goal	Objectives	Action Steps	Person(s) Responsible	Timeline	Budget Request
Strengthen Emmaus' TEP assessment system & implement data-driven program improvements	The teacher Education Department will digitally collect, analyze, and report candidate and program assessment data to	Phase-out Live Text and implement Chalk & Wire web-based data management system. Purchase accounts only for candidates who do not	Department Chair	August 2008	\$100 x 25 candidate accounts = \$2500

	institution and accreditation agencies	<p>have a Live Text account</p> <p>Department faculty training and program review sessions (data collection program & analysis)</p> <p>Assessment Report on program outcomes 1-4 (2008) and outcomes 5-7 (2009) to Vice President for Academic Affairs</p> <p>Begin draft of program assessment reports for EBC, Iowa DE, NCA & ABHE (due Fall 2010)</p>	<p>Department Chair, faculty, administrative assistant</p> <p>Department chair</p> <p>Department chair</p>	<p>August 2008, December 2008, May 2009, August 2009</p> <p>Fall 2008, June 2009,</p> <p>Dec. 2009</p>	<p>\$100 stipend x 4 faculty x 4 sessions = \$1600</p> <p>\$400 refreshments /meal expenses (breakfast & lunch)</p>
Facilitate Emmaus' TEP assessment system	The Teacher Education Department will utilize the services of an administrative assistant and student consultants to facilitate the web-based data management system and train candidates	Retain administrative assistant and hire two student consultants (one for Live Text and one for Chalk& Wire)	Department chair	August 2008 – December 2009	<p>Administrative assistant wages \$6900 (\$10/hr. x 15 hr/wk x 46 weeks)</p> <p>Student consultant wages \$6090 (\$7.25/hr. x 10 hr/wk x 42 weeks x 2 consultants)</p>

		Facilitate new user Chalk & Wire training for candidates & provide support	Administrative assistant and student consultants	August 2008 – December 2009	Refreshments-\$300`
Coordinate the data entry, digital assessment, and reporting features of our web-based assessment system	The administrative assistant will provide faculty the support needed for data entry and performance assessment of digital portfolios.	Communicate with department faculty as needed. Assist department chair with generating assessment reports	Administrative assistant and department faculty	August 2008 – December 2009	(see wages)
	Electronically distribute program surveys to stake holders and evaluation forms to cooperating teachers	Chalk & Wire to have form feature operational by fall 2008 Distribute evaluation forms prior to the end of each semester	Department chair, field studies coordinator, student teaching coordinator, and administrative assistant	Fall 2008 Ongoing	

IV. Sustainability Plan. Write a clear succinct plan (1 to 3 pages max) for how the work will continue to fully meet the requirements of Chapter 79 for assessment systems. Describe how your institution plans to sustain the performance assessment system when TQE grant support is no longer available. Some considerations you may want to address include plans to finance sustainability and the capacity you have to sustain the work you have completed.

By the time the funding in no longer available, the faculty and candidates in our department will be familiar with Chalk & Wire’s web-based portfolio and assessment system and that familiarity will help sustain the work we have accomplished on our performance assessment system. Since our institution adopted this data management system, our department would no longer need to rely on the grant funds to pay for technical support and professional services. This was one of the reasons why we chose to transition from LiveText to Chalk & Wire. Teacher candidates will be required to pay the one-time fee or some portion of it as determined by the institution when the TQE funding expires.

The Vice President for Academic Affairs and the TED Chair have discussed how the institution would hire a full-time administrative assistant whose focus would be institutional assessment. This person would be familiar with Chalk & Wire and would be assigned to our department half of the time to provide necessary clerical support and new user training for our candidates. We plan to

phase-out the student consultants in our department because most teacher candidates would be familiar with the ePortfolio system. The institution has considered the possibility of hiring student consultants through our student services department.

Regarding the strength of our program assessment system, we need to implement the dispositions aspect of assessment in our system this year so that we with confidence can gather data on the candidates' knowledge, skills, and dispositions for the purpose of assessing their teaching competencies according to the program outcomes and INTASC standards. We will now have all the measures in place to be able to completely assess our candidates. For the purposes of program assessment, we will now be able to gather the data from program graduates and their employers electronically and utilize the data management system to aggregate our data for analysis and program improvement. In addition to conducting exit interviews with our candidates, this year we asked our Vice President for Advancement to lead our student teachers in a focus group at the end of their internship for program assessment. Our department designed the survey and focus questions but also allowed for open-ended feedback. It will be interesting to do some data analysis that will provide a baseline for possible trends.

We are thankful to Dr. Barry Wilson and Dr. Arlie Willems for coming to our campus this February to facilitate a conversation regarding program assessment with the TED faculty. We feel that we have a greater understanding of and confidence in assessing teacher performance and assessment at the program level.

V. Budget Requests

Personnel		
Wages	\$6900-Admin \$6090-Consultants \$1600-Stipend	\$14,590
Expenses (Travel, Meals, Lodging)		
Professional Services/Professional Development		
Fees		
Expenses (Mileage, Meals, Lodging, Room Rental)		\$400
Software	25 Candidates	\$2500
Hardware		
Supplies and Materials		
Phone/Mail		
Other – specify: Student Training & Workshop Refreshments		\$300
Other – specify:		
Total		\$17,790

VI. Budget Narrative: Note that the objective of the grant is to bring all programs up to standard over the life of the grant. Funding this year will be made up to \$20,000. To receive the maximum award, your proposal should demonstrate either great need or great complexity/size of program as well as prudent use of any previous awards and a clear plan for sustainability.

The faculty and candidates of the Teacher Education Department of Emmaus Bible College are familiar with Live Text’s digital data management system and have been introduced to Chalk & Wire’s web-based data management system. We will phase-out Live Text with our student teachers and begin to utilize Chalk & Wire for all other teacher candidates. We have utilized Live Text to

gather performance assessment data, to aggregate and analyze that data, and to report on ways to improve our program. We plan to continue that process with a new data management system that will be user-friendlier and will allow us to gather program assessment data from stakeholders outside of the institution.

The requested budget reflects the following costs:

- 1. Wages – We owe the successful implementation of the digital system in large part to our administrative assistant and our student consultant who have provided the training and support to both faculty and students. During this time of transition, we will need the ongoing support and expertise and will need to add another student consultant who can become proficient with Chalk & Wire and train candidates. The administrative assistant’s role of coordinating the digital system provides the department chair and faculty members with more time to focus on teaching and evaluation. Since our faculty will be called on to meet to discuss implementation and data analysis, we wanted to provide them with a stipend for each meeting at the start and end of each semester.**
- 2. Professional Development Expenses – We are scheduling four training and program review days for our faculty and plan to provide breakfast , lunch, and refreshments each time.**
- 3. Software – We decided to continue a no-cost policy for our candidates since they will be the first to learn and utilize this new ePortfolio system. Once we have generated an assessment culture in our institution, then students will understand the reason for the fee.**
- 4. Student Training & Workshop Refreshments – We would like to offer refreshments to our candidates to encourage training and workshop attendance to ensure successful implementation of the ePortfolio system. We plan to offer training sessions at the beginning of the fall semester and workshops in the middle and end of the semesters to help candidates create performance assessment artifacts for their ePortfolio.**